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VOL. 8, NO. 2.

LAURENTIAN UNIVERSITY

WEDNESDAY, SEPTEMBER 17, 1969.

FACULTY PURGED AT SIMON FRASER



ROCHDALE

TORONTO (CUP)--Politics and unstructured education don't mix very well within the confines of Rochdale College, 18-storey free-school and co-op.

Certainly, they didn't mix well enough for Andy Wernick, a leading figure in the radical Toronto Student Movement, who recently resigned from the 12-man council of Rochdale, charging the institution was bourgeois, anti-intellectual, idealist--and anti-union.

According to Wernick, other members of the Rochdale council have manipulated the situation within the college to prevent members of the caretaking staff from organizing a union, and succeeded.

Although Rochdale is co-operatively owned and operated it does not, like most co-ops require its members to do housekeeping chores. Instead, it employs several dozen full-time employees.

Because of the college's precarious financial status and its unstable politics, Rochdale had not offered much job security to its staff.

"The staff are all agreed on the need for job security," Wernick said, "they are only divided on the idea of unionizing."

"I once saw it (Rochdale) as an educational experiment; now I see it as a slum landlord. I stopped seeing it as a progressive educational experiment and started seeing it as an instrument of counter-insurgency."

In addition to its anti-union position, Wernick said, other flaws are evident in the operation of Rochdale. "The culture of this building, for all its radical rhetoric, is infinitely bourgeois; it is escapist--the response to an exploitative society and an unsatisfying social situation is withdrawal without any attempt to confront that society," he said.

"Most people do not believe that material reality exists, or that it is intelligible," he said.

The general manager of Rochdale commented: "As far as I am concerned, we realize the benefits of unionizing if and when Rochdale people feel it is needed. It was hoped however, that a less rigid and more humane work system could be deve-

R.O.T.P. ON CAMPUS

Well students, while your brothers in the States are busy getting their heads bashed in demonstrating to keep the military off campus, the Canadian Forces have quietly slipped into Laurentian with not so much as one eyebrow raised. It's nice to know that students here are so broad-minded!

foto by scotty

loped so that all employees could communicate with the administration or with council."

"If we need unions, at this point, then we should be thrown out here on our ass and get some people in here who can talk to each other."

NEW FACULTY

The appointments were necessary to replace those faculty members who have resigned or who have been granted study leave, and to fill the 3, new teaching positions created as the result of the growth in Laurentian's student population.

Armand Martineau, B.A., M.A., Ph.D. candidate, University of Ottawa; to be Assistant Professor of History.

Rev. Jean Leclerc S.J., B.A., Col. R. Brubaker, L.Ph., Immaculate Conception; M.A., Laval University; D.S.S.L., Ph.D., University of Ottawa; to be Assistant Professor of History.

Dr. Cynthia Mavrides, B.S., Washington State University; M.S., Ph.D., Purdue University; to be Assistant Professor of Psychology.

Miss Suzanne Régimbal, B.A., Laurentian University; to be Instructor in Psychology.

Rev. F.C. Dorais, S.J., B.A., M.A., L.Ph., D.S.S.L., University of Montreal; to be Assistant Professor of French; presently Professor of French Literature at C.E.G.E.P. Lionel Groulx, St. Jérôme.

Bernard Angèle, S.J., B.S., D.E.S., C.A.P.E.S., Ph.D. candidate, Université de Bordeaux; to be Assistant Professor of French; presently on staff of French River District Secondary School.

Dr. Horacio Roque-Nunez, B.A., Collège National, Montserrat; M.A., Ph.D., National University of Cordo-

ba; M.S.T., National Academy of Philosophy, Letters and Science; to be Associate Professor of Spanish; presently Associate Professor at Wisconsin State University.

William M. Karney, B. Comm., University of Alberta; C.A., to be Assistant Professor of Business Administration; presently on staff of Confederation College of Applied Arts and Technology.

Dr. C.F. Bentley, B.A., University of Bristol; Ph.D., University of Nottingham; to be Assistant Professor of English; Presently Assistant Professor at University of Lethbridge.

Morton Patterson, B.A., McMaster University; M.A., University of Iowa; B.D., Emmanuel College; Ph.D. candidate, University of Toronto; to be Assistant Professor of Philosophy.

C.A. Krug, B.A., M.A., University of Toronto; B.D., Victoria College; to be associate professor of Philosophy; presently administrative assistant to the President of Laurentian University.

Arthur Westley Cragg, B.A., M.A., University of Alberta; B.Ph., candidate for the doctorate, Oxford University; to be assistant professor of Philosophy; presently assistant professor of Philosophy at Huntington College.

Rodger Lawrence Nash, B.A., University of Wales; M.A., McMaster University; candidate for the doctorate, University of Exeter; to be assistant professor of Philosophy; presently lecturer at University of Exeter.

Dr. Augustine K.K. Lee, B.A., B.Sc., University of Ottawa; Ph.D., Princeton University; to be assistant professor of Engineering; presently post doctoral research fellow at University of Toronto.

Ronald R. Wallingford, B.Sc., University of Michigan; Physical Education diploma, Ontario College of Education; B.P.E., McMaster Uni-

BURNABY, B.C. (CUP)--The department of political science, sociology and anthropology at Simon Fraser University--formerly one of the most democratic university departments in Canada--had its ranks decimated in what has been described as a "purge" of PSA faculty.

In a series of decisions handed down by an administration tenure committee four professors within the department have been denied tenure and further renewal of contract--three other professors, including a student-acclaimed department head, have been granted only one-year conditional renewals of contract, and one other professor has been denied promotion.

In all cases, the tenure decisions were made on the basis of doubts about the teaching or scholarly ability of the professors, although all have been highly ranked by their colleagues and one, Kathleen X.A. Aberle, has an international reputation.

Aberle, co-author of one book and author of approximately 30 scholarly articles, was fired because of "unresolvable doubts concerning the quality of her academic procedure."

Another of the dismissed faculty, John Leggett, had just received a \$7,000 Canada Council grant to continue research on the attitudes of the working class in Vancouver, for a book to be published next year.

"We are being purged," said Mordca Breimberg, acclaimed head of the PSA department by faculty and students, then denied the post by an administration committee; now given a one-year conditional renewal of contract.

"Anyone who has the least familiarity with the discipline of anthropology is aware that Professor Kathleen Aberle is internationally respected for her scholarship. People familiar with the discipline of sociology are aware that Professor Leggett, who has just received a \$7,000 research grant from the Canada Council easily satisfies the criteria of competence in his profession.

Yet both these faculty, along with others in the department, have been fired.

"The university committees which made the decisions," he said, "are less competent than PSA students to make judgements on tenure, and han-

ded down their judgements on the basis of political decisions rather than academic qualifications."

"The question is not whether people agree or disagree with the views of particular PSA faculty. The question is whether this university will tolerate dissent, or whether it will violate all standards of academic freedom and establish a monolithic conformity."

"Why does this administration refuse to tolerate even one democratically organized and academically competent department."

The dispute over the PSA department culminating in the tenure decisions, first started to reach boiling point this summer, when the administration of SFU declared the department to be incapable of handling its own affairs and assumed direct control of its operations.

Tenure decisions reached within the department would not be ratified until the department changed its internal procedures, the administration said implying an end to the total student parity then operating.

"Student parity would never have resulted in the gross injustice and academically indefensible recommendations made by these faculty committees," Breimberg said. "The action of these committees is an argument for student parity, not against it."

The PSA department has responded to the administration's action with a circular putting forward four demands of its own: an end to the administration trusteeship of the department and re-institution of Breimberg as chairman of the department; acceptance of recommendations made by the PSA elections and tenure committee (composed of students and faculty on a parity basis); a fundamental recognition at SFU that experimental practices in organizational and educational procedures should be encouraged and not repressed.

The statement was signed by 12 members of the department, as well as three visiting faculty members.

The PSA department planned to hold an informational meeting Wednesday to inform students and other members of the SFU community of the situation.



STANFIELD AT L. U.
On Friday, September 12, Robert Stanfield visited Laurentian University.

He walked around, shook hands like a lot and said nothing noteworthy. foto by regional

Continued on page 2

APPOINTMENTS CONT.

versity; M.Ed. in Physical Education, candidate for the doctorate, University of Buffalo; to be associate professor of Physical and Health Education; presently assistant professor at McMaster University. Henry A. Quinney, B.Ed. and B.A. in Physical Education, M.Sc., University of Saskatchewan; to be lecturer in Physical and Health Education; presently sessional instructor at University of Saskatchewan. John A. Riddell, B.A. Carleton University; completing a master's programme at Dalhousie University; to be lecturer in English; presently English specialist at Lower Canada College.

Jacques Berger, certificat d'aptitudes pédagogiques; diplômes C.R.E. D.I.F. in Voix et Images de France method of teaching; to be instructor in français; presently teacher of Voix et Images de France at Sir John H. MacDonald College.

Dr. John L. Magnus, A.B., Oberlin College; M.A., Ph.D., John Hopkins University; will be Assistant Professor of English. Dr. John Magnus was employed by the Government of Canada.

Mr. James Harmer, M.A., University of Leicester; doctoral candidate, University of London, has been appointed Assistant Professor of English. Mr. Harmer was a research fellow at the University of Leicester.

Dr. Myron J. Moroz, A. B., University of California; M.A., Ph.D., University of Oregon will be Assistant Professor of Psychology. Dr. Moroz comes to Laurentian from the University of Alberta.

Dr. M.W. Hrayssi, Licentiate and dipl. me d'études supérieures, University of Caen; doctorat d'état; has been appointed Assistant Professor of Political Science. Dr. Hrayssi was a professor at l'Ecole supérieure de Commerce, Rouen.

Mr. Dieter Buse, B.A., University of Alberta; M.A., University of Oregon; has been appointed Assistant Professor of History. Mr. Buse was studying at the University of Oregon on a Canada Council Fellowship.

Four of the appointments have been made to the staff of the School of Physical and Health Education. Mr. Ronald Wallingford, B.Sc., University of Michigan; B.P.H.E., McMaster University; M.Ed. and doctoral candidate, University of Buffalo; will be Associate Professor of Physical and Health Education. He has been on the staff of McMaster University since 1961. Mr. Wallingford is an outstanding Canadian performer as well as a coach and instructor in track and field.

Mrs. Wendy Jerome, B.P.E., University of Alberta; M.S., and doctoral candidate, University of Oregon will be Assistant Professor of Physical and Health Education. Mrs. Jerome has been doing post graduate work at the University of Oregon. Mr. Christopher (Kit) Lefroy, B.Ed., University of Calgary; M. Ed., Eastern Washington State College,

has been appointed Assistant Professor of Physical and Health Education. Mr. Lefroy is a member of Canada's national volleyball team. Mr. Patrick Demeyre, Licentiate in Physical Education, University of Ghent; M.A. in Physical Education, University of Alberta; will be Assistant Professor of Physical and Health Education.

Dr. Robert A. Cameron, B.Sc., Dalhousie University; M.A.Sc., University of Toronto; Ph.D., McGill University; to be Associate Professor of Geology;

Dr. David Pearson, B.Sc., Durham University; Ph.D., Imperial College University of London; to be Assistant Professor of Geology; presently Post doctoral Fellow, University of Tubingen, West Germany.

Stephen C. Richards, Certificate in Geology; to be Technologist in Geology; presently on staff of the University of Leicester.

Erroll D. Hallman, B.Sc., Ph.D. candidate, McMaster University; to be Assistant Professor of Physics; presently on staff of McMaster University.

Dr. Lloyd D. Reed, B.Sc., M. Sc., University of Manitoba; Ph.D., University of Waterloo; to be Assistant Professor of Physics; presently Post doctoral Fellow, University of Sussex.

Dr. David H.S. Richardson, B.Sc., M.Sc., University of Nottingham; Ph.D., University of Oxford; to be Assistant Professor of Biology; presently Lecturer at the University of Exeter.

Miss Amara Samarakkody, B.A., University College; M.A. University of Hawaii; to be Lecturer in Geography; presently Teaching Assistant at the University of Hawaii.

STUDENTS SUPPORT STRIKERS

HAMILTON (CUP) --Students at McMaster University took to the picket lines Monday and Tuesday in support of union grievances, and threaten to tie up \$100 million worth of university construction.

The students picketed the university's uncompleted psychology building Monday and turned back a Teamster-driven delivery truck.

Outside the campus, informational pickets were established under the direction of the Hamilton Building Trades Council to notify about 500 workers on their way home that full-scale picketing at all entrances to the university would begin Tuesday.

The students were supporting the protest of local 18 of the United Brotherhood of Carpenters and Joiners of America, who claimed they were passed over in the awarding of a contract for part of the construction work.

The university administration has said it will maintain "strict neutrality" in the dispute, and that pickets will not be allowed on campus to disrupt construction.

CHEM KLUB

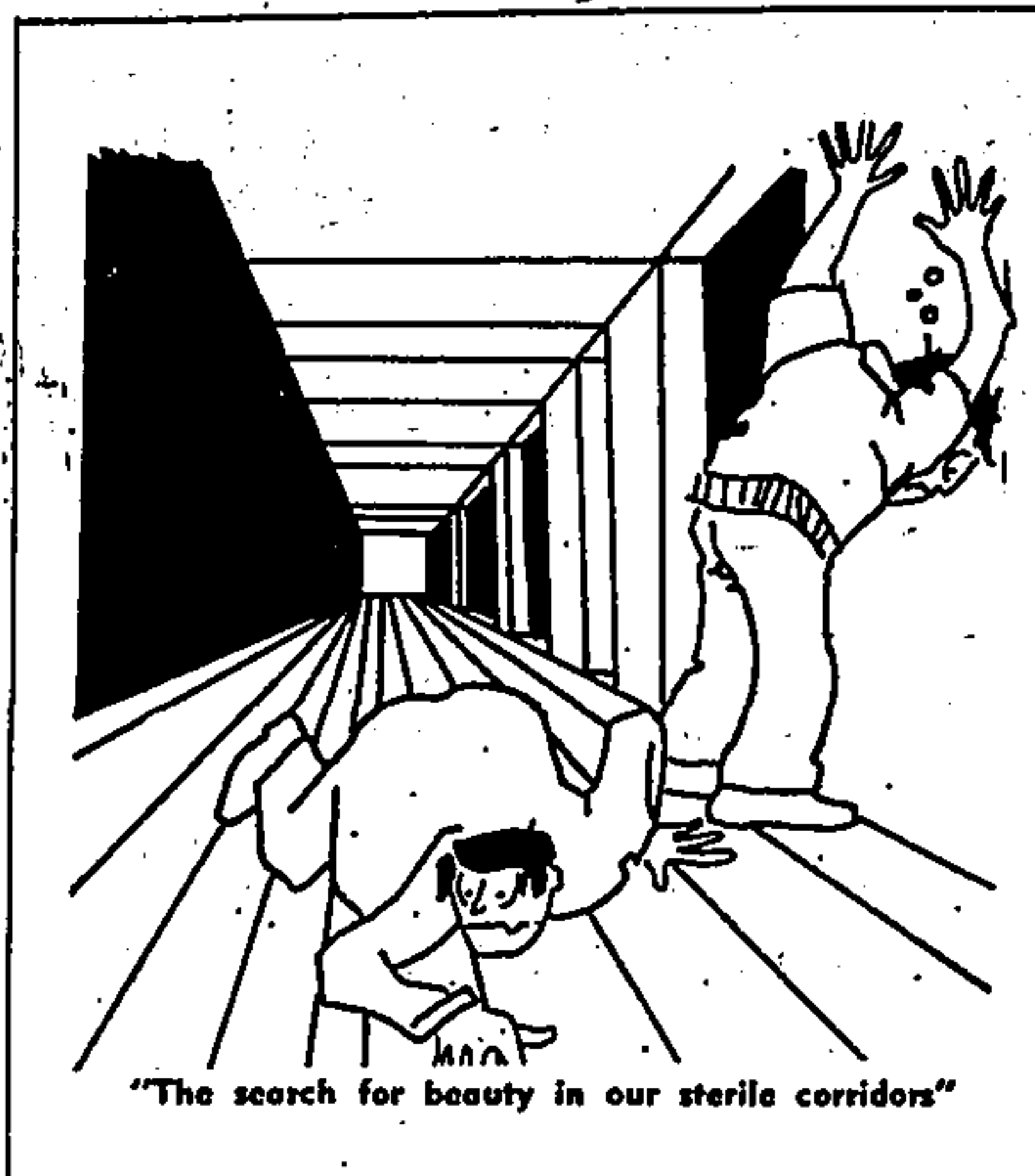
Early this spring the chemistry students of Laurentian decided to get into the swing of university activities and formed a social and academic club called the Chem Klub. The club, which is supported by both the S.G.A. and the Chemical Institute of Canada, hopes to let Laurentian students know there is another side to those in science.

Included in this year's academic activities are several tours, a series of seminars, various films, organization of an open house for the Chemistry department, and promotion of better student-faculty and inter-faculty relationships.

The club's social activities are also numerous, so watch out engineering students! The club will have several dances & parties throughout the year and will provide a float for the winter carnival. They also feel that ice sculpturing fits into our field of study.

Presently the club is very active, selling lab coats; Handbooks of Chemistry and Physics, and accepting enrollment for the club. They have also undertaken setting the Book Exchange in Room L-207A where students can buy and sell secondhand books.

The Executive is:
R. Chalfoux Chairman
B. Dumontelle Vice-Chairman
O. Regimbal Sec-Treasurer
R. Beauchamp Public Relations



UNIVERSITY PLAYERS

There will be a general meeting on Tuesday, September 23 for the students interested in the University Players. The meeting will be held in the Student Lounge L218 at 7:00 p.m. No previous acting experience is required of people; however, they must show a willingness to work.

W.U.S.C.

There exists on Campus an organization whose aims and purposes are to study and expound to the general public through various media, problems presently faced by society, both domestically and internationally.

WUSC (World University Services of Canada) is active on various university campuses across the country promoting awareness as an information agency, it offers research and topical documentation facilities that should not be overlooked. Last summer, WUSC had organized a two week symposium intended as a means of initiating confrontation on issues of the present day society. Of a free university format, the symposiums favoured an interdisciplinary approach to the topics discussed.

Basically the Symposium dealt with:

A) Industrialization and the Third World problems, where cross fertilization of ideas offered fresh new looks on notions such as the impact of foreign aid in the new nations, federalistics, international economics, race relations and media study.

B) An analysis of Industrialized Society, defining the machine and the physical environment in regards to the private man, both rural and urban, and as a citizen of the global village.

C) Future Man and his Environment. A survey of the scientific advances in our society as seen through various points of view, such as pollution, automation, computer science, alienation and birth control. Ideas about our scientific knowledge were produced for practical aid to the Third World countries.

Much of the data from the symposium has been compiled, and remains available as aids for local action. The project has proven useful not only for its content but also in its methods of theme presentation and study.

Just last year action undertaken by WUSC members on various campuses ranged from a Freshette auction sale at U. of Alberta, to debates on student rebellion at McMaster on a forum on the Nigeria-Biafra civil war at U. of T. culminated in a sit-in the office of Exterior Affairs Minister Sharp, as a protest on against the genocide.

All those interested in becoming actively involved in WUSC this year should promptly sign up, submitting name and local address to Jacques Savard c/o S.G.A. office L215.

A special detailed document on the role and functions of World University Service is also available.

THEATER

During the first term, the University Players planned to present Shakespeare's, "The Two Gentlemen from Verona." However, because the University auditorium is not completed, that project has been postponed. They refuse to play Shakespeare's play in the Sudbury High-school Auditorium. They are considering "Tiny Alice" and "The Glass Menagerie."

The players will have theatre workshops every week this year. The workshops held in the summer were a dismal failure in the opinion of Sterling Faux, but he is sure they will be successful during the year. He even sees these workshops developing into weekend workshops.

The Players have not decided if they will participate in the Quanta or in the Canadian University Drama League. Last year they were supposed to participate in the C.U.D.L. However, they did not because their play was not acceptable. Last minute efforts to rectify the situation failed.

This year's president is Eugene McEleney while Clarissa Lassoline is the vice-president. Bill Hart is the director. However, if the students attempt something on their own it will be to present on campus only. Sterling Faux, the director of, "Sport of My Mother," stated that only a one act play would be considered. Last year the "Zoo Story" was shown on the campus. These presentations permit the showing of plays written by students. The University Players encourage any person who has written a play or a scene to submit it to the theatre workshop where it will be discussed and possibly performed.

The University Players invite anyone interested in any phase of theatre activity to join this group. There will be a meeting on September 23, in the Student lounge L218, at 7:00 p.m. Be there!

LOYOLA PAPER ATTACKED

MONTREAL (CUP) --The administration of Loyola University has issued a statement attacking the college's student newspaper, charging it is "unrepresentative of the sentiment of the community."

In its first issue of the year, the Loyola News called for a reassessment of the role of Rev. Patrick G. Malone, administration president.

Counter-attacking, Rev. Jack O'Brian, administration vice-president, laid his charge against the newspaper and cited the "progressive leadership of Father Malone over the past ten years here at Loyola."

An editorial in the newspaper blamed the president for "a failure to convey true concern for the intellectual and academic environment and future of the college." It added "there is no future" for Malone at Loyola.

Versa Foods Sacked

Cambrian College in Sudbury just recently changed its food service contract from Versafoods to C.N. I.B. Mr. Stoner, the college bursar, stated that it would be premature for him to make any statement on the changeover until after the new food service has had a chance to prove itself. However a spokesman for the Cambrian Students' Administrative Council said that they are delighted because now the S.A.C. can have vending machines installed and collect a commission which formerly came under the Versafoods monopoly. He also remarked that the students seem generally pleased with the new service.

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"WHAT HASSLES DID YOU HAVE DURING REGISTRATION?"



"I had trouble getting my transcript of marks from the registrar in time for registration. I wasn't able to obtain a copy from the registrar."

Joe Libralesso 4 Commerce



"I found that a great deal of the difficulty lies in the problem of communication between the faculty and they administration. I found that my particular problems with transcripts and transferring was known by one but not the other."

Al Serafino 4 Arts



"I wrote my subs in June but as yet, I haven't received my marks. They are not mailed yet. And they won't come in, I've found, until next month."

Kevin O'Connor 3 Arts



"I've lost my complete file, including my transcript of marks. The registrar's office does not have them. After I was asked to return in two days to find out about them, they still didn't have them."

Dennis Sander 3 Science



"It is impossible to get to see a staff member of your department before registration. It took me a month and a half to get an OK from my department. I could make no appointments, no telephone calls. If I was lucky I could see the secretary. Professors have nothing to do with the University outside of their paycheck."

Les Corrigan 2 Arts



"It (registration procedure) is a miasma of confusion. There are too many timetable conflicts. At Algonia College we got through in 15 minutes. There has got to be a better system. There is only one line to walk into to see one department, whereas there were three lines at Queen's. No trouble there. Everything was o'kay'd beforehand."

Tom Foley 2 Arts



"I had no trouble once I figured out this new 'simplified' timetable with day one and day two."

Arlene McFarlane Make-Up Year English



"I thought the new system was more efficient than before because we proceeded in straight lines. In the gym we had to pop out of our lines, into the center of the gym, and back into them again. It was too hectic."

Helen Zebrowska 3 Arts



"I go before the APP committee on Monday for permission to register. If I am refused I'll burn the buildings down. If they accept me at Berkley, they'll accept me at Laurentian"

Mitch MacMillan 5 Phil.



"We're happier than pigs in a hlt."

Peter Tye 3 Comm
John Western 4 Comm
Carl Wall 2 Arts (left to right)

foto's by scotty

Film Society

The Laurentian Film Society is presently soliciting membership for the 1969-70 season. Cost of memberships is \$5.00 for students and \$7.00 for non students. Membership tickets may be bought during registration at the Film Society table and also at the first presentation. Admission to films will be by membership only no single admissions will be sold. The following is the proposed programme for this year.

September 21/69
September 28/69
October 19/69
October 26/69
November 16/69
November 23/69
November 30/69
January 11/70
January 18/70
January 25/70
February 15/70
February 22/70
March 8/70
March 22/70

ELVIRA MADIGAN (Sweden)
BLUE ANGEL (Germany)
BLACK FOX (U.S.A.)
491
PIERROT LE FOU (France)
STAGE COACH (U.S.A.)
HAMLET (Russia)
SEVENTH SEAL (Sweden)
HUNCHBACK OF NOTRE DAME (U.S.A.)
YOUNG APHRODITES (Greece)
ONLY ANGELS HAVE WINGS (U.S.A.)
CHAPLIN 'KEATON' FIELD (U.S.A.)
LES ENFANTS DU PARADIS (France)
FILM NOT YET SELECTED

QUESTION OF
THE
WEEK

The Editorial Page

Editorial...

Here we are in the middle of Frosh Week and it's just about time we asked ourselves exactly what the hell the whole thing is doing to our heads. The "lowly frosh" are busy running around in their monkey suits catering to the whims of the "exalted seniors", doing the dead horse routine and proclaiming themselves "lower than scum on the balls of an amoeba."

The effects of this reign of terror are hardly beneficial. Some frosh are so intimidated that they actually lock themselves in their rooms to escape the ordeal. Others accept the humiliation as inevitable and have a fairly good time (that is, of course, as long as they are pissed out of their minds and the going doesn't get too rough!).

The seniors, of course, are fairly enthusiastic about the whole affair. For some it's a chance to feed their egos and pretend that they are superior to the "new recruits". Others are not really on that kind of trip, but feel that "after all, we had to go through it."

The result of the present programme is that students learn how to "get along" and "be accepted" within the existing system. But is this what we really want?

It would seem like a better idea to introduce new students to the idea of questioning the systems, structures and attitudes which govern their environment. Instill them with the concept of a critical university, instead of teaching them to placidly accept the status quo.

Women's residence oppression

Open Letter to Residence Students.
By Pat Taylor

I will not insult your intelligence. I refuse to perpetuate the ritualistic humiliation of first year students by falsely assuming superiority as a senior. Before I graduated last spring, I decided that, come September, I should write a letter to incoming resident students, offering for consideration, some observations I have made during my 2 1/2 years in Huntington and U. of S. Residences.

Residences in general offer the advantages of proximity to the classrooms (you can sleep in) and to the library (you can work later into the night than most "townies").

On the other hand: you pay a ridiculous fee to live in a cell perhaps with someone you don't like; you are compelled to buy a meal ticket for another outrageous fee, regardless of whether you can hack Versafood fare or not.

Female students are told that they must, in Huntington's case, sign in and out at the door; at U. of S., where the "key system" has been adopted, you sign out a key and actually punch a time clock. In both cases the number of late nights you can keep are limited, as are the specific hours for your return. First year girls receive fewer late leaves than second year, and second year fewer than third. Even third year late leaves are limited.

The crux of the matter is that all men on campus come and go as they please, regardless of their year of enrollment. Do you believe that the women on campus are incapable of governing their own nights as they do their days? Do you believe that the residence administrators can ensure protection of a female student's chastity?

In all existing residences on campus, the students' rooms are off-limits to the opposite sex. There are social centres or lounges lavishly designed for gatherings, but they are locked up at an arbitrary hour for fear of vandalism after the Dons or Proctors go to bed. U. of S. conceded a three hour "open house" on Sunday afternoon--doors open.

"Kissy-face" is either frowned-upon or smirked-at at any time, anywhere.

People are constantly putting up signs saying "Shh" or "QUIET!", but quiet hours are not strictly enforced. Noise is one of the reasons students are given for not having visitors in the rooms.

These are just a few of the things you might remark. Remarking just isn't enough. You can do something you know. (The democratic principle of one man, one vote?) Don't let all that soft talk get to you.

Compare your "rules" with those of universities elsewhere, if that helps you any. And just wait till U.C. opens up: visiting hours 12 noon to 12 midnight Sunday through Saturday, doors closed!!!

(EDITOR'S NOTE: The only rights you will ever have are the ones you are willing to fight for.)

Lambda

LAMBDA is the official English language student newspaper of Laurentian University. It is published weekly by LAMBDA Publications, an independent association of the students of Laurentian University. All opinions expressed are those of the editorial staff, unless otherwise stated. Letters to the editor cannot be printed unless signed. If desired, a pen-name may be used for publication.

As of this issue LAMBDA rejoins the Canadian University Press.
Scotty Merrifield Editor-in-chief
Charley Banting Associate Editor
Joey Libralesso Business manager
Marguerite Groulx Secretary
Roger Régimbal Photo Editor
Roy Mac Gregor Fine Arts Editor
Brian Dumontelle Science Editor
Alan Serafino Exchanges

Also in this edition are a variety of misfits and preverts including Jill Labreche, "Hux", Robert Steklasa, Rick Marwood, Bonnie Tookey, Eric Junkala and our new diabolical secret super-weapon, "Wicked Richard." If anybody's name is missing chalk it up to the editor's screwed-up head.

LETTERS TO THE EDITOR

The following is in reply to a letter sent by Richard Carrière to University of Sudbury College concerning the possibility of professional school students belonging to colleges of Laurentian University. This statement represents the official position of University of Sudbury.

February 27, 1969.

Mr. Richard Carrière, Pres.
c/o Miss Betty Heasman, sec.-treas.
School of Social Work
Laurentian University

Dear Sir:

In answer to your questionnaire which was sent to me as Dean of Students of University of Sudbury College, on November 30th. last, I was of the opinion that it was necessary to present your views to the Student Affairs Comm. of our College for study and suggestions. The Student Affairs Committee met on the 6th of December and on the following meeting of the 29th of January. The Committee did appreciate the seriousness shown and the effort put into your questionnaire. And even if we became aware of the fact that we could not answer directly, we feel secure enough in thinking about and discussing of the whole problem involved as to offer you the following statement of policy of the Student Affairs Committee of this College.

We, as a College, will be ready and glad to accept enrollment of any student, whether attached to a Faculty or to a School, of Laurentian University, on this campus, in our College;

However, we would require the College fee (to be given to the University of Sudbury College Student Association). The official enrollment should be approved (signed) by the Registrar of this College;

We, Students, faculty and Administration, would consider this enrollment in our College a great advantage for both the students and the College;

And, whatever happens, the student's personal interests should be foremost in our mind and freedom of choice should remain with the student.

That is the policy unanimously recognized by the Committee. It seems to us, then, that the official adoption of this policy should resolve any problem about whether a student belonging to a School will be able to live in his residence. We hope, moreover, that by replying to you in this way, we recognize that there are three realities to which a student must belong: The Colleges, the Faculty or School, and the University. Moreover, New College uses a similar formula.

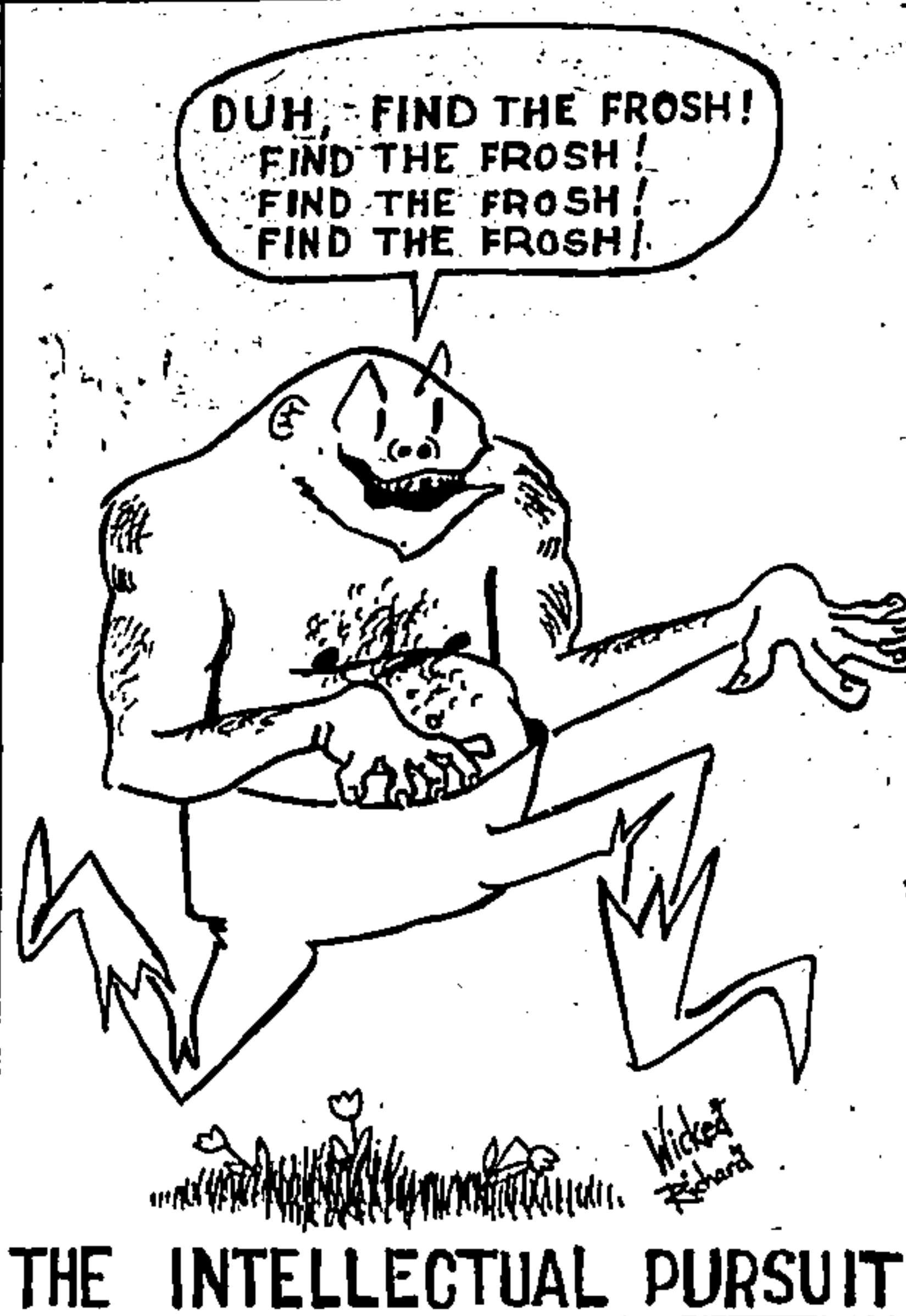
"These colleges are residential. An undergraduate entering any one of them finds himself (or herself) a member of a college, a university, and the University of Toronto. The first, brings the advantages of a small intellectual society; the second, a sense of history and distinctive traditions; the third, the rich resources of a many-sided university. There is no division of loyalties here, but only a combination of variety and unity which is appropriate both to education and to a democratic society."

University of Toronto
Annual Bulletin
1967-8, p.5.

This seems to us just and realistic.

You understand, consequently, concerning the above, that it would be impossible to provide an answer point by point to any of the five points mentioned in your letter. However, your first question does approach the closest to our way of thinking as long as you reinterpret the phrase "complete assimilation" in the content of our letter.

Gilles Garand, s.j.
Directeur des Etudiants
Collège de l'Université de Sudbury



It's Garbage Time

by Robert Steklasa

How Scotty got me to write this piece of trash is still a mystery to me. Maybe he likes frosh, I don't know. Anyhow, he comes up to me and says if I'd like to write an article about my first impressions of Laurentian and so I oblige him. This however, proved to be a difficult task. I mean, I couldn't think of a good first line. After many hours of thoughtful consideration I comes up with a fantastic line which I feel will be forever remembered in the pages of literary history....

It was a cold and windy day. (note the literary style) I hopped into my father's car. I forget to open the door. As a result I received many bruises, and a slightly bent nose. Well, anyhow, I managed to get into the car and soon I was at the University. To give myself a feeling of superiority I parked my car in the second year parking lot. My next step was to walk over to the Great Hall where we were supposed to meet. Of course it was still locked even though I was on time. Anyhow, this gave me an opportunity to talk to all my fellow graduates of last year. After the typical greetings, everybody wanted to know what courses everyone was taking. One chap was going in for a career in law and so I asks him why he wants to do that. He answers that he wants to become a Perry Mason and concludes his statement by calling me an idiot. So I asks him what so good about being overweight like Perry Mason, but he isn't listening so I leave. However, before I could get too far the doors of the Great Hall are opened and I enter.

I sat myself down. Almost immediately, I find myself looking around just to see what's going on. Soon, my deep meditation is broken by a Master of Ceremony. Actually, his voice broke my meditation. Before you know it, speeches were well on their way, but I really don't remember what anyone said. I have never seen so many lovely ladies in such a small area.

After the speeches were over we went to our respective colleges. Not wishing to be biased I will not name mine. Well the first thing that happened there were introductions. We were introduced to the dean of the college who was I think also the dean of men, and to the dean of women. I'm glad they don't make the dean of women like they use to. Next we were introduced to the college President and then some one with a lot of pep jumps onto the middle of the floor and says:

Give me a "U"

"U!"

Give me an "S"

"S!"

What have you got?

"Us!"

"No, no you idiots, try again!"

"We?"

After we finished that some of the group decided to go for a walk to the Mine Mill Camp where we did all sorts of funny things. The evening was topped off by a torch parade.

I think this brief introduction should get us into the main theme of this whatever this is. These are my first impressions of Laurentian:

- 1) it has a friendly student body
- 2) at least one pretty dean of women
- 3) strange parking regulations
- 4) lots of unfinished buildings
- 5) lots of frosh
- 6) typical northern Ontario landscape, which gives Laurentian a beautiful campus
- 7) Laurentian could drink any other University under the table because so many students condition themselves to do this.
- 8) a conservative student body, so everybody says and since most say it isn't it true???
- 9) lots of nice girls
- 10) impressive campus buildings
- 11) you need a genius I.Q. to go through registration without making a mistake.
- 12) a friendly nurse on the Health Service Centre.
- 13) one friendly third year man - Steve Kitru!

Well, those are my first impressions of Laurentian and if Scotty prints this, he's got to be drunk.

"Forsooth"

ABOON MUTHER GROOSE

Muther Goose first appear many three hundred year ago in Your-rope, although war she come, who body know. (Mussy theories have been advanced to exclaim her origin, although horry be the possiblitis her be illegit.) She mentiomed acrwarse many cuntries unt portraited as a kind of old mother, naggy or niblewoeman. Some schoolars trapse her back to an ancient queer whom in some churches in humoured as the patient saint or childrens. Others find her orgygin (NASTY of them to peek aboot and hunt for it, the obscene rats) in Elizabeth Ver-goose of Bosstown, Massofchewits which compormises the situation greatly, leading to further rumours of whom be the father of this wretched babe. And what's mere, the Ughie Duckie Already do that impossitbler bit, but was goosed.

Charmies Perrault first linked her name to Cinderella, Puss in Boots, and other fairly tails when he published his "Stories of My Mother Goose," in France in 1697. The

public was infuriated by this filth, after all, how many people could give birth to one goosey kid anyway? Cinderella? Perhaps. Puss in Boots was after all a cat and a fairy tail, an ancient profession which was illegal, and even discouraged by law; but the courts were never able to settle the case when Perrault was sued for this sloth, by Miss Groovse herself. After all, she had a repetoir to protect from these filthy rumours, however true they might be. And belsedes, if Groose was illegitimate, and Perrault was her son, what would that make him? And who publishes smut like that about their very mothers anyweg? In Inkland acroff the channel she became the 'authoress' of innumerable rhymes, some of them dirty folk ditties, some political satires, but the Rock 'n' Roll buSINESS is a hard racket to crack it, even in 1697, and playing the clubs in gay old England was a rough gig, in deed as well as mortgage.

By the nineteenth annual century, Mother Grouch became the familiar Figure (appointment by Parliament)

of the nursery world whom all of us know and love as the main attraction, introducing, for the first time, on our stag, and let's have a big hand for the, they're just back from a tour of lower Quebec City, "the Fascinating World of Word Sounds and Patterns," featuring, among others, their crazy drummer, and the ditties, rittles, suns, glimmericks, and jungles that make up Mother Goof Rheumatymes and her Soho Act. (tickets from L3 up) But in Amukia, the kindly old lardie ("old Because she at least two humdrum years of age by then) in the peaked hat still leads childies down the garden path to the early joys of Pot-a-Cake, Jack Be Nipple, Lippy Boy Blue, and a colourful host of hallucigens and illegal neurotics. So the chumpren of today's space age find in these filthy rhymes the same perverse pleasure and security and false sense of identity that millions of screaming fans who have seen her act found in a quieter age. Who ever heard of a 256 pound stripper, any-vague?

by Wicked Richard

CAREFULLY, CAREFULLY, ROBERT

Pinkie Leaned up against the wall at the entrance to the Parker Building, waiting, getting colder, and Robert was late. Not surprisingly, of course. The discussion period at Cambrian probably was longer than expected. And of course the plane from Toronto was probably late arriving, earlier that morning. That was usual for politicians, so it was usual for Robert Stanfield. Administration officials fidgetted about, switching from french to english and back again. They found comfort in each change as if each time they changed from one language to the other it would take the place of thinking of something new to say, and it was the other fellows turn, and he would have to think of something to fill the gap with. If you were really stuck, you could drift off and stare at the architecture, with a critical frown. It is a pity that the world's finest buildings, whether they are monuments or Art Galleries or University towers, are most appreciated when someone from out of town is late. Students passed by, and as they saw the nervous little group on the stairs they may have remembered that, oh yes, today was the day STANFIELD was coming, wasn't it? They tucked in their chins and smiled as they saw how frightened the waiters were. A girl with long blonde hair and her bearded friend drifted by, arm in arm, and laughed to see such suffering. She gave her pretty head a toss and then smuggled it up to the beard as they strolled off the paved driveway into the bush, and pinkie couldn't help but wonder how much significance the arrival of the leader of her Royal Majesty's Loyal opposition had for them, or any of the other students hurrying to be put through the Mill on that cool registration morning. Perhaps they had already had enough of waiting, and worrying about protocol, not only on that morning, but on a score of earlier ones like it.

"Here they are," You bet. Where were the crowds of screaming students, frantically trying to make their voices heard to a top-ranking official from the mythical city of Ottawa? If there's a crowd, there were three crowds there. The multitudes had made their views clearly understood that day after all. Three cheers for democracy. Yeah.

He made a big break with convention, he unlocked the car door and opened it himself (heart failure threatens those on the stairs, who are now scrambling) it was the last break with convention he was to make for the rest of his stay. A few little welcoming speeches while the photographers did their best. Welcome to Stanfield, Mr. Laurentian. Too bad. It was a good little speech when it was doctored up to near perfection last night. The group stumbles over its feet and its tongues into the tower, and then there's the wait for the elevator. More changes from french to english.

Mr. Stanfield gets a change to survey the architecture...

"...And I'm very pleased to welcome the honourable Mr. Stanfield to Laurentian." (Applause, very unsure of itself. "Do we stand when he enters?") Pinkie wasn't sure whether it was Mr. Stanfield or the Audience ('audience' now because there were eighty-two in the room at the beginning) who was most unsure. The feelers went out, testing. The first question. Mr. Stanfield said he was determined not to make a speech that he was more interested in what the audience had to say. So the audience made the speech for him, via their over-prepared, well read-off questions. Isn't there a more stilted way to ask such a petty question? Pinkie didn't think so. Not until he heard the reply. ('reply' and not by any stretch of the imagination an 'answer'. Pinkie saw the same basic reply on the news last night. Only it was better today. Practice makes perfect. You bet.) Pinkie was quietly going out of his mind, wondering if anybody would think of a question to ask Robert Stanfield. Nobody did. They only asked questions of the leader of the progressive conservative party of Canada. And so it was the leader of the progressive conservative party who answered, not Robert Stanfield. And it could have been any leader of the progressive conservative party, and it could have been 1969, or 1929 or 1893, and it could have been in Sudbury, or Moose Jaw or Ottawa, or St. Leonard, or the North Pole. Every word was carefully chosen so as not to offend anyone, anywhere. The people of Canada were being addressed, not the seventy-eight people in the room, carefully, carefully, Robert. Later Pinkie heard somebody say how wonderful Mr. Stanfield's wit was, once he got going. Pinkie had heard that before, too.

The audience was relieved when Pierre Fortin closed the questioning with his reminder that Mr. Stanfield had a busy schedule, and must be going. The burden was off. Now they could stop believing the people of Canada, and just be themselves it's odd, Pinkie thought, that all of these people had come to hear him speak, they hadn't come to enjoy themselves.

They didn't bother to try to see what he was really like. Why did they come? They could have heard all he said on the news, and only asked him questions they had heard him asked before. Maybe they just wanted to have been there so that at some later point they could drag it out of their "I- was-there-so-I-speak-from-experience" fund. They certainly hadn't come to see Robert Stanfield, only the leader of the progressive Conservative Party of Canada. And that's all they saw. Too bad. Too bad we only allow our politicians to be politicians. Not people. Was democracy intended to give the people a choice between politicians or people? Pinkie wondered. Pinkie wondered how long ago democracy had become extinct. But he couldn't allow the leader of the progressive Party of Canada to escape without seeing Robert Stanfield.

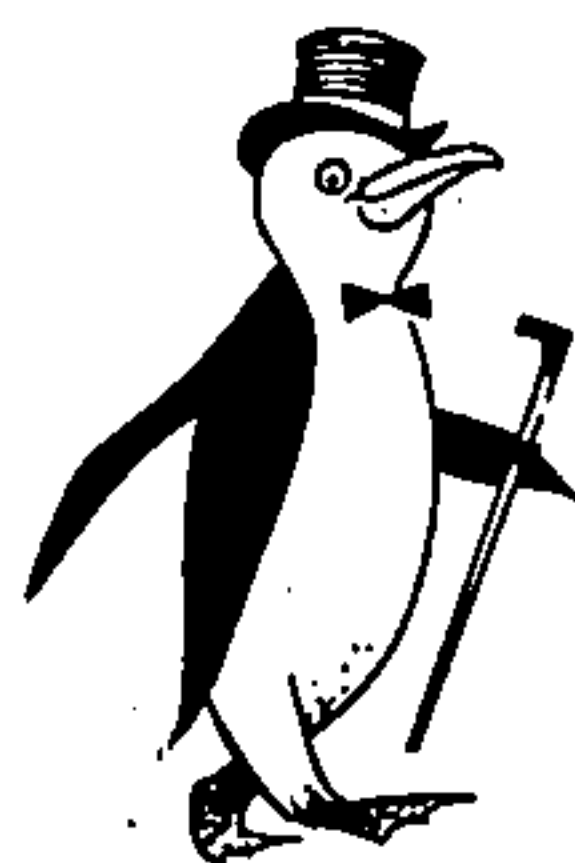
"If the fairy godmother gave you three wishes, Mr. Stanfield, what would they be?"

"I'll write you and let you know, Pinkie," Too bad Pinkie. Made politicians don't have three wishes. Obviously Mr. Progressive Conservative Party couldn't say what Mr. Stanfield would have said. Next time Mr. Progressive Conservative Party sees Mr. Stanfield. He'll ask. You see Mr. Stanfield didn't come along on this tour. He hadn't been invited.

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FOTHER GROOSE?

Before We Sleep

by Mother F.

Now the night come trip along with me

Where walls have faded, beckoned;

Recall the time no future can recall

The time no past may forecast being.

And though the morning may revolt
Your song has caught me in the jowls of pause.
Night Birds fly within your stygian darkness
Above the twisted trees that grew
below a bleeding sun.

Desert sands may know, Sacred Night
But hold no death between your preserving dew.
You search far below the leaving tide
To find nothing.....

For the clouds gave the lunar light asylum
From a sightless, timeless thought.

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ORGANIZED CHEATING

..... a paper presented at the 33rd Annual CUS Congress.

It's not really that the conference is too frustrating, but it really is pretty straight. What I want to do in this paper is not introduce an entire kind of analysis, but merely throw out some ideas about organizing at the local level.

ON CHEATING AS A REVOLUTIONARY GESTURE by Ron Thompson (or how everyone benefits if you take the system at its word enough)

Cheating is the most effective issue for radicals to organize around in the university next year. If handled properly it not only serves as a radicalizing gesture, but is at root a concept with which every student can identify. It speaks concretely to his experiences and the objective way a university functions.

The exam is the basis of the university. This is not only in terms of how it and marks operate in a power way to screw the students' heads, although it might be nice to take this pressure off students so they could operate in a less oppressed manner--able to learn, no longer subject to the professor's definition of reality and what the university is about. We must lay aside that kind of pipe dream and deal with what can be done. After all this is the year of less radicalism in CUS.

The student is told that his mark on the exam is an indication of how much he has learned. He knows further that the higher this mark is the better things are for him, in terms of scholarships, jobs and how soon he gets his degree which is what he came to university for in the first place.

People cheat at university. Some carry crib notes. Others get someone else to write the exam for them. Some sleep with the professor. Some steal a copy of the exam beforehand. Most merely try to get the professor to tell them what's on the exam ("Will there be any questions on chapter three?" etc.) or try to guess the professor ("He sure spent a lot of time on differentials, there'll probably be something on

that").

Most of these methods are inefficient, immoral, degrading or dangerous. This then is not what I mean when I say we should be organizing around cheating. Most students are already convinced that the campus radicals are inefficient, immoral, degrading or dangerous.

Besides all of these are competitive. (Not that we can chance speaking out against competitiveness, but we can probably appeal to the fact that these are all obviously 'unfair' forms of competition.)

The exam ostensibly measures what the student has learned about what is being examined, primarily between when he started the course and when he writes the exam.

My initial proposal is that when the exam is passed around all the students gather together, discuss the questions and come to an agreement on the parameters and specifics of an answer, operating under the principle that "one head is less heads than many heads". They could even farm out the answer under a number of topics in the way a CUS Congress divides into commissions and have their own 'styles' committee.

To make the answers better (and therefore the marks higher which is the object of the whole game, since the students will have demonstrated they have learned more) they could also bring to the examination room books, readings and people with knowledge in the area being examined so that they can broaden the scope of their answers.

Such a process may take longer than your average exam nowadays, but then the university should be approachable on the grounds that it's all in the interest of higher marks for the students. In this case students could be sent out for food, coffee, cigarettes, etc. and when students went home for supper and sleep they could discuss the problem with even more people.

If this looks like it's going to extend too long into the Christmas or summer holidays, the exams could be begun earlier--at the beginning

of the term or semester for instance.

Still operating on the premise that we are doing all this to increase learning and raise marks, I'd like to take a look at one of the premises behind a number of the 'bad' kinds of cheating enumerated above--namely that it's easier to write the exam if you know ahead of time what's going to be on it. This is partially achieved by having the exam passed out at the beginning of the semester, but it doesn't deal with the extra problem of knowing (the old communication thing) exactly what the professor is asking, i.e. what he means by the question.

So take it a bit further. The best way of knowing what's on the exam is to write the thing yourself--this also should be done collectively. Now this may seem like some kind of radical for maybe 70% of university students. They may look askance when you suggest it.

But there are real kinds of inherent advantages which will rally the really powerful forces in the university to your side.

The administration wants to stay on the good side of the provincial government (and will show no compunction about coercing the student to your idea if it helps them). They can best please the government by reducing the university budget so that the provincial government has more money with which to either lower taxes and win elections or, between elections, build highways or factories to help private industry further exploit the workers of the area. The university budget is lowered by not having to have faculty, since the students are teaching each other and setting and eventually marking their own exams.

If you really want to get political, you can involve CUS. An alternative to lowering the budget is to use the money to pay the students for teaching and doing the exam shit. This would increase accessibility by lowering the real cost of education for the student, a long with the obvious sop to student power which failed in the past, with students having control over not only curriculum but

Sports



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foto's by charette

course content. If you really get energetic, it's much easier now to extend the questions of this kind of exam into the real world making your campus a "critical university". The gov't. and administration will be happy anyway because the students will take years to find new beefs to riot over.

So since it makes everybody happy, fulfils the goals of a university, it has got to work.

All we have to do to get the ball rolling is to get on with the basic grassroots organizing. We may have to start small, organizing those students in a couple of classes who want to get good marks to join together with those willing to help, to

cheat at least making more efficient some of the 'bad' kinds of cheating. --Figuring out what's on the exam (most professors don't change their exams much or their criteria as to what 'answers' they reward with marks).

If this begins to look successful, the rest of the students in these classes may be willing to undertake the first step in my proposal (cheating by co-operating in the classroom) even if their motives be suspect--fear of being beaten out by those who are organized.

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